

## Key Vocabulary

**Count**—say one number word for each object. The last one said is how many.

**Compare**—what is more, fewer or the same.

**Fewer**—the word we use to say 'less' when talking about defined objects. We use the word less when we are talking about continuous quantities, such as height, weight and volume.

**Composition**— how something is made / what it is made from.

**Numberbond**— the composition of a number. For example, 1+4, 2+3 are number bonds for 5.

**2D shapes**— shapes that are so 'flat' you can not pick them up by themselves. (square, circle, rectangle and triangle)

**3D Shapes**—shapes you can pick up. (cube, cuboid, sphere, pyramid)

**Sentence**—a group of words that makes sense and tells you something

**Grapheme**—the way a sound is written down.

**Phoneme**—a sound a letter makes.

**Blend**— say the sounds and blend them together

**Segment**— break a word into individual sounds or phonemes.

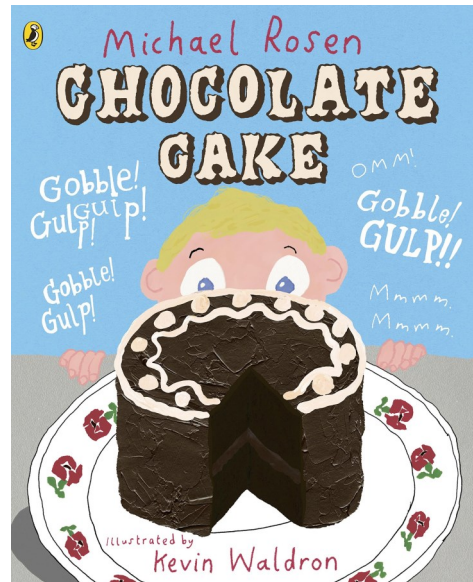
**Past**—something that has already happened.

**Present**— now.

**Seasons**—Spring, Summer, Autumn, Winter

**Changing states**—Water freezes to become ice. Ice melts to become water.

## Class Reader: Chocolate Cake,



## Topic—Understanding the World

Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class. (Guy Fawkes's)

Understand the past through settings, characters and events in books read in class.

Understand some important processes and changes in the natural world around them, including the seasons and changing states of matter—ice, water, steam. .

## Maths

- Compare numbers, order and write numbers to five.
- How to order events by time—day/night
- Composition of numbers to 5—how big numbers are made out of smaller ones.
- Quick recall of number bonds to 5.
- Names of 2D and 3D shapes and how to identify

## Literacy

### Focus:

Use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems and during role play.

Write recognisable letters, most of

## Phonics - Phase 2 (Blending)

### Focus:

Read words consistent with their phonetic knowledge by sound-blending.

Spell words by identifying sounds in them and representing the sounds with a letter or letters.

## Expressive Arts and Design

### Focus:

Perform songs, rhymes, poems and stories with others, and (when appropriate) try to move in time with music.

Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function.

Share their creations, explaining the

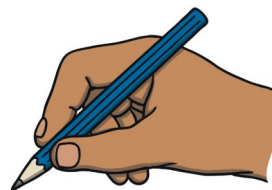
# Autumn 2 Seasons

## PE / Gross Motor : Introduction to PE – Unit 2

In this unit, children will develop their expressive movement through the topic of 'places'. Children explore space and how to use space safely. They explore traveling actions, shapes and balances. Children choose their own actions in response to a stimulus. They also are given the opportunity to copy, repeat

## Funky Fingers / Fine Motor Control

### Focus:



## PSED: Myself and My Relationships 2 (Family and Friends)

### Focus:

Show an understanding of their own feelings and those of others, and begin to regulate their behaviour accordingly.

Work and play cooperatively and take turns with others.

Form positive attachments to adults and friendships with peers.

Show sensitivity to their own and to others' needs.

## Communication

### Focus:

Ask questions to find out more and to check they understand what has been said to them.

Articulate their ideas and thoughts in well-formed sentences.

Learn rhymes, poems and songs.

Use talk to help work out problems and organise thinking and activities explain how things work and why they might happen.